

National Park Service
United States Department of the Interior

George Washington Carver National Monument



Field Trip Packet

Self Guided

George Washington Carver National Monument

Self-Guided Field Trip Information Sheet

Please note: self-guided field trips do not include a park ranger-led program. However, a schedule will be prepared to help your group enjoy the trail, discovery area, museum store, park film, and picnic time.

- **ARRIVAL**

When arriving at George Washington Carver National Monument, **please send one teacher into the visitor center front desk to check in.** You may return the park film (if applicable) at this time and pick up your group's schedule, which has been prepared in advance by a park ranger. You may stop your bus in front of the visitor center but please leave your group onboard until you receive instructions from a park ranger concerning the starting location for your program or schedule. Bus parking is located on the south side of the parking lot.

- **SCHOOL GROUP ENTRANCE**

Student groups are asked to use the door on the south side of the visitor center. Please look for the school bus sign welcoming you and pointing the way. This is the door to use during the course of the field trip visit (lunch time, restroom breaks), which really helps avoid congestion in the main lobby of the visitor center. **Please remind each teacher and chaperone of this request.** Other visitors will be viewing the park film in the theater or visiting the museum, so we want to keep noise in those areas to a minimum.

- **YOUR SCHEDULE**

Your group should be ready to begin at the scheduled time, usually 10:00 a.m. (see group reservation form). Please allow enough time for a restroom break before your program begins. **If your group arrives late, please begin at the location noted on the schedule.**

- **CHAPERONES**

Teachers and chaperones should be with students at all times. Please provide 1 chaperone for every 5-10 students. ***Please see chaperone list (attached).***

- **PICNIC FACILITIES**

Lunches may be eaten in the picnic grounds or, during inclement weather, inside the multipurpose room. Food, drinks, and chewing gum are not allowed inside park facilities.

- **MUSEUM STORE**

The museum store, located inside the visitor center, is operated by the Carver Birthplace Association. Your group's schedule here is incorporated into the discovery area time. Please rotate students between those two areas, limiting visits in the museum store to about 10-12 students at a time, with lots of chaperones. The small space has potential to become overcrowded and noisy. Please avoid lining up students inside the lobby area, out of courtesy to other visitors.

- **WEATHER**

In the event of a severe storm warning, the trail will be closed to all visitors. Park rangers will work to provide a quality field trip experience by providing alternative activities. However, the schedule may be shortened if the trail is closed or if cold, rainy weather keeps the group indoors.

- **SAFETY NOTE (Peanut Allergies)**

Peanuts are in use at George Washington Carver National Monument. Peanut growing kits and raw peanuts may be found at the park. Please notify parents and students of this safety issue.

There is no charge for park programs. Enjoy your visit!

Directions to George Washington Carver National Monument

From Interstate 44:

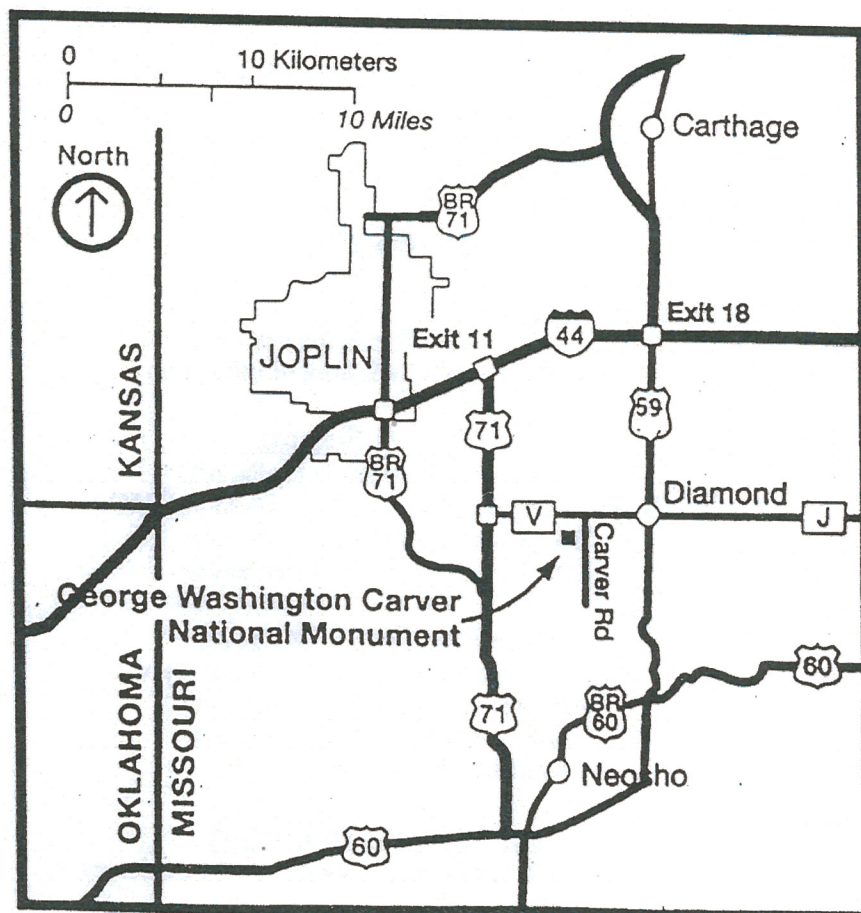
From Exit 11A on I-44, take US 71 south to Highway V. Go east 4 miles, then south $\frac{1}{2}$ mile on Carver Road.

From Exit 18A on I-44, take Highway 59 south to Diamond. Go west 2 miles on Highway V, then south $\frac{1}{2}$ mile on Carver Road.

From Neosho, MO:

Take US 71 north to Highway V. Go east 4 miles, then south $\frac{1}{2}$ mile on Carver Road.

Take Highway 59 north to Diamond. Go west 2 miles on Highway V, then south $\frac{1}{2}$ mile on Carver Road.



The Self-Guided Field Trip

The self-guided field trip is teacher-led and does not include a park ranger-led program.

Carver's "hands-on" philosophy of education:

"The thoughtful educator... understands that the most effective and lasting education is the one that makes the pupil handle, discuss and familiarize himself with the real things about him..."

(George Washington Carver, Bulletin #18 entitled *Nature Study and Gardening for Rural Schools*, 1910)

The self-guided field trip at George Washington Carver National Monument is designed for groups that will be guided by a teacher or other adult chaperone. A schedule is provided to ensure structure and to make the field trip more meaningful. Using the Trail Guide booklet, leaders will be able to help students learn about the life of George Washington Carver, especially his childhood on the Moses Carver farm. This field trip has four components:

- Self-guided trail tour, using Trail Guide booklet, available at front desk (approximately 60 minutes)
- Interactive exhibits, using palm pilot scavenger hunt, available at front desk (45 minutes)
- Park film, theater (30 minutes)
- Picnic (45 minutes)

BEFORE YOUR VISIT

To make the field trip more meaningful for your students, choose from the following activities, as appropriate for your class:

- Borrow and watch a park video
- Select and read a book from the suggested reading list
- Vocabulary words activity
- Word searches
- Crossword puzzle
- Peanut diagram

ON THE DAY OF YOUR VISIT

Report to the visitor center, receive your schedule, and organize your group(s). Please help your group stay on schedule. Other self-guided groups may be also be present.

AFTER YOUR VISIT

To support the learning from the field trip, choose from the following activities, as appropriate for your class:

- Peanut Story Starters
- Discover Your "I Can" Potential worksheet (pairs)
- Write and illustrate a short story about the field trip to George Washington Carver National Monument

George Washington Carver National Monument
Diamond, MO

Vocabulary Words

Each word on this list relates to the life of George Washington Carver. To prepare for your visit to the park, write a brief definition for each word.

1. slavery: _____
2. Civil War: _____
3. agriculture: _____
4. education: _____
5. segregation: _____
6. college: _____
7. obstacle: _____
8. racism: _____
9. service: _____
10. humanitarian: _____

BONUS: How does each word relate to George Washington Carver?

Peanut Story Starters

If desired, glue each story starter strip inside of an empty peanut shell.
Pass them out and let students open them to retrieve the story starters.

What's in a name? Before George was known as George Washington Carver he was known as Carver's George. There is a world of difference in those two names! How do you think George felt when he was called Carver's George? How do you think he felt when he began to be called George Washington Carver?

What's in a name? Before Carver was known as George Washington Carver he was known as Carver's George. What do you think being called Carver's George meant?

Name Game! Do you have a nickname? Why would someone call you by that name? How do you feel about it?

Name Game! As a child, George was called "the plant doctor". What did his nickname mean? Did George's nickname describe him only when he was a boy?

Obstacle Course. Carver had many obstacles to overcome. Have you ever overcome an obstacle? How did you do it? Did anyone help you?

Obstacle course! George had many obstacles to overcome on his way to success in life. Can you name some of his obstacles? How did he overcome them?

Who Cares? A mentor is someone who cares for you and spends time with you and gives you good advice. Do you have a mentor? Who is this person and how have they helped you?

Who Cares? A mentor is someone who cares for you and spends time with you and gives you good advice. Have you ever been a mentor to someone younger than yourself? A sister? A brother? A friend? What kind of advice did you give them?

Mentors matter! A mentor is someone who spends time with you and gives you good advice. If you could choose a mentor, how could he or she help you? What would they do?

Mentors matter! A mentor is someone who spends time with you and gives you good advice. Do you think there is a perfect mentor? What do you think a mentor looks like? How does one become a good mentor?

Scavenger Hunt! When George Washington Carver moved to Tuskegee, he didn't have the money to buy the equipment he needed for a lab. He searched for usable trash to make a lot of the equipment he needed. Have you ever invented or made something to take the place of something you couldn't afford to buy?

Need some money? George did while he was in school, so he opened a small laundry business to pay for his own food, books, and clothes. Have you ever had a job? What was that job? How did you spend the money?

DISCOVER YOUR “I-CAN” POTENTIAL!

Each person is born with potential and part of an “I-Can Attitude” is discovering one’s personal strengths. First, find a study partner and make an assessment of George Washington Carver’s strengths. Then, make an assessment of each other’s strengths. One assessment block about George Washington Carver has been started for you. Hopefully, you will learn something new and encouraging about each other and George Washington Carver. ☺

	PHYSICAL	ACADEMIC	HOBBIES	PROBLEM-SOLVING	MUSICAL	COMMUNICATION
Carver’s strengths are:				developed about 300 ways to use the _____ plant		
I think my strengths are:						
My friend _____ says my strengths are:						

Did you discover a new strength in yourself? _____

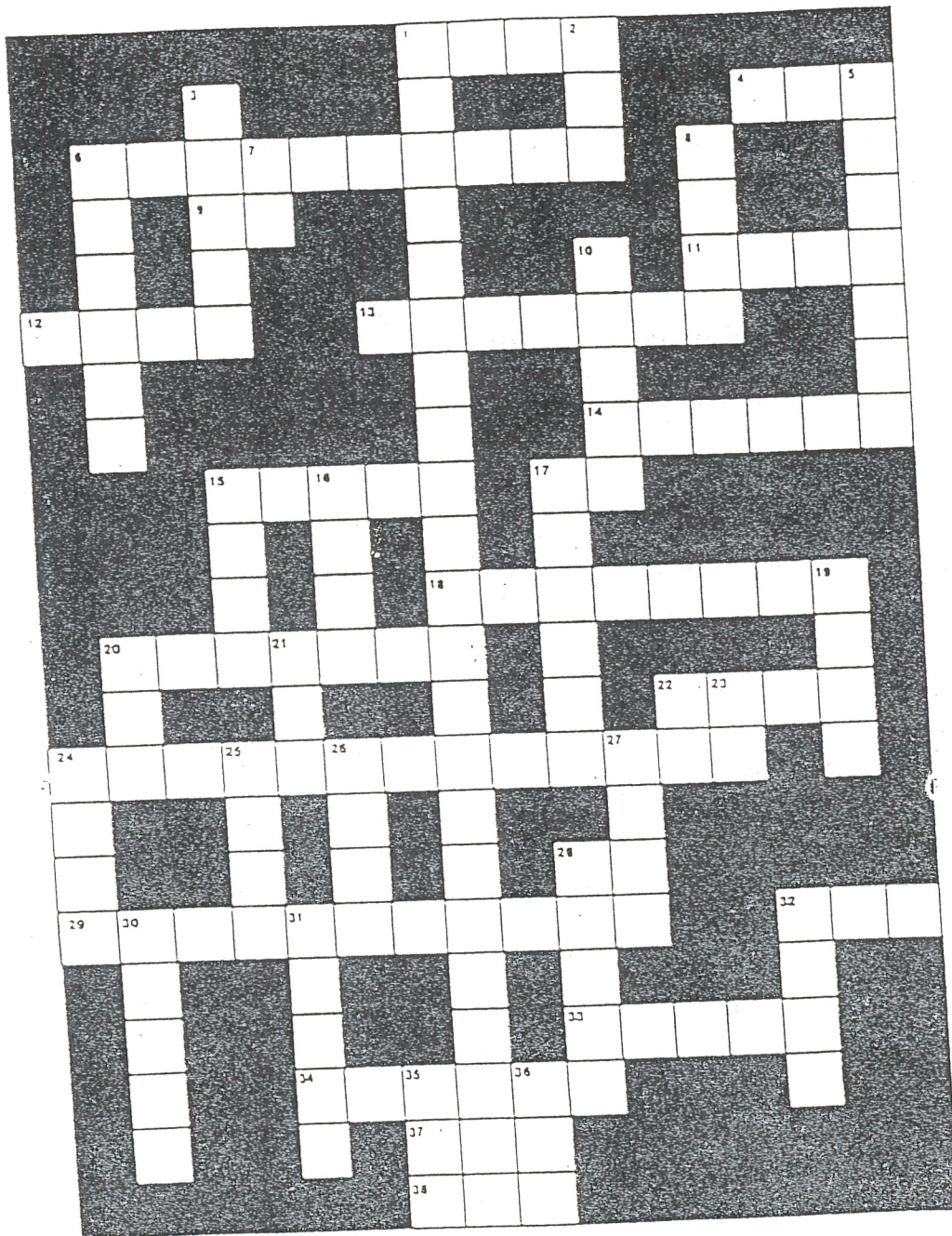
GEORGE WASHINGTON CARVER CROSSWORD PUZZLE

ACROSS:

1. George Washington Carver helped plants _____.
4. Missouri pioneers enjoyed eating corn on the _____.
6. To help your neighbor is a _____ thing to do.
9. Many people said _____ to George Washington Carver, but he did not let this stop him.
11. George Washington Carver had to _____ hard to achieve success.
12. If something is clean and unpolluted, it is _____.
13. George Washington Carver is most famous for his work with _____.
14. Before Carver decided to study plant science, he wanted to be an _____.
15. George's white foster father was named _____ Carver.
17. The opposite of out.
18. Carver was famous for being a great _____ of uses for peanuts, soybeans and sweet potatoes.
20. Name a plant Carver discovered more than 100 uses for.
22. When George was about 12 years old, he had to _____ 8 miles to school in Neosho, Missouri.
24. George Washington Carver also invented ways to use the _____.
28. A word for yourself.
29. When he was a little boy, Carver was so good with plants his neighbors called him the _____.
32. Sounds like two, but means "also".
33. Dr. Carver believed that _____ person can achieve success.
34. In order to get an education, Carver had to _____ through Missouri, Kansas, and Iowa.
37. When he was an old man, Carver liked to make _____ from various weeds, to drink for his health.
38. An old-fashioned word meaning "to make a mistake".

DOWN:

1. The name of a great scientist, teacher, artist and inventor.
2. When he was a boy, Carver often asked this question.
3. Something used to hang a door.
5. _____ . Washington hired Carver to work at Tuskegee.
6. George Washington Carver loved to learn about _____.
7. The opposite of stop.
8. When Carver was born, people had passed _____ that declared slavery was legal.
10. _____ Carver was George's white foster mother, and the wife of 15 across.
15. _____ Carver was the name of George's mother, who was kidnapped by slave raiders.
16. Carver was very frugal, he liked to _____ his money.
17. Carver did this when he thought up 300 ways to use the peanut.
19. George helped with chores. One of the chores may have been to _____ leaves
20. Carver _____ some scary things when bushwhackers came to the farm.
21. Carver started with nothing, _____ he never quit trying.
22. _____ the people . . .
23. Similar to.
24. Susan Carver made lye from water and wood ashes. She used the lye to make _____.
25. The opposite of odd.
26. A small body of water. An example is the _____ on the Carver Nature Trail at George Washington Carver National Monument.
27. The opposite of under.
28. A kind of mushroom found in the spring. Carver probably saw these growing in the woods
30. Carver had to _____ home in order to get an education.
31. Carver believed his work was a search for _____.
32. Carver was poor as a boy. He did not have many _____ to play with.
35. Carver _____ food like anyone else.
36. To "lend an _____" means to listen.



The words listed below are also in the puzzle. Can you find them? Some of them are written sdrawkcab (backwards) or diagonally.

CARVER MOSES
 CHORE PLANT
 CLEAN STUDY
 FLOWER SUSAN
 HOUSE WORK
 IRON



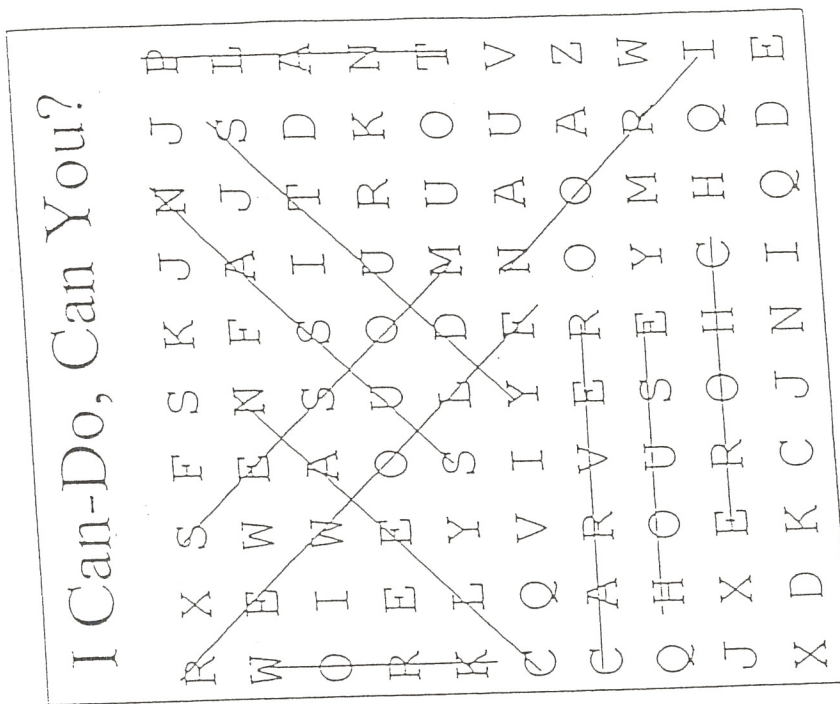
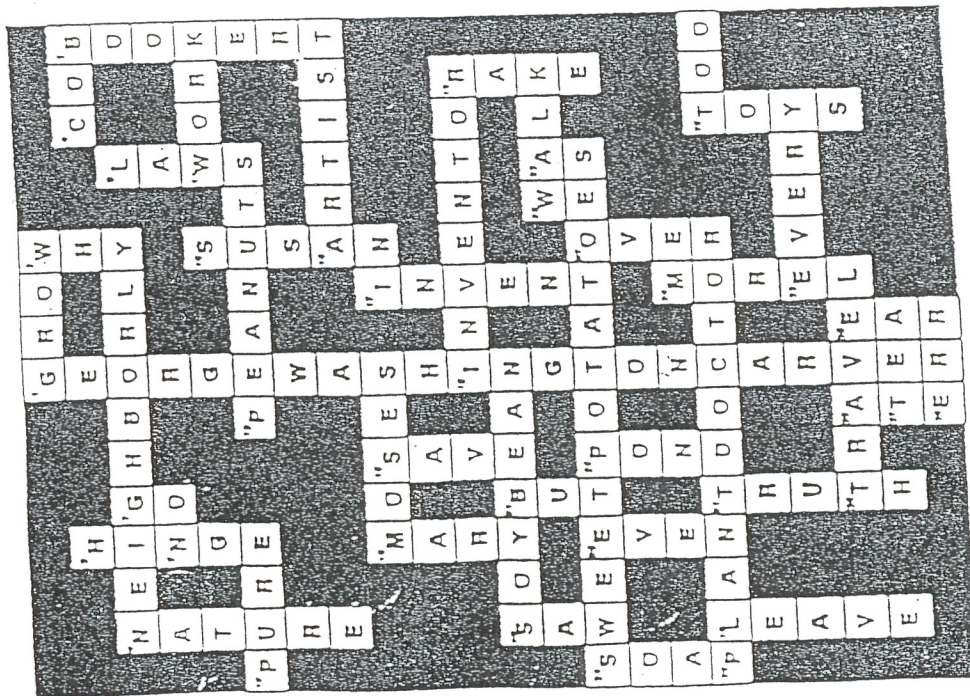
Date _____

Name _____

I Can-Do, Can You?

R	X	S	F	S	K	J	N	J	P
W	E	W	E	N	F	A	J	S	L
O	I	W	A	S	S	I	T	D	A
R	E	E	O	U	O	U	R	K	N
K	L	Y	S	L	D	M	U	O	T
C	Q	V	I	Y	F	N	A	U	V
C	A	R	V	E	R	O	O	A	Z
Q	H	O	U	S	E	Y	M	R	W
J	X	E	R	O	H	C	H	Q	I
X	D	K	C	J	N	I	Q	D	E

PUZZLE KEYS



Name _____

The Peanut Plant: Picture Perfect!

Label the parts of the peanut plant.

Leaf

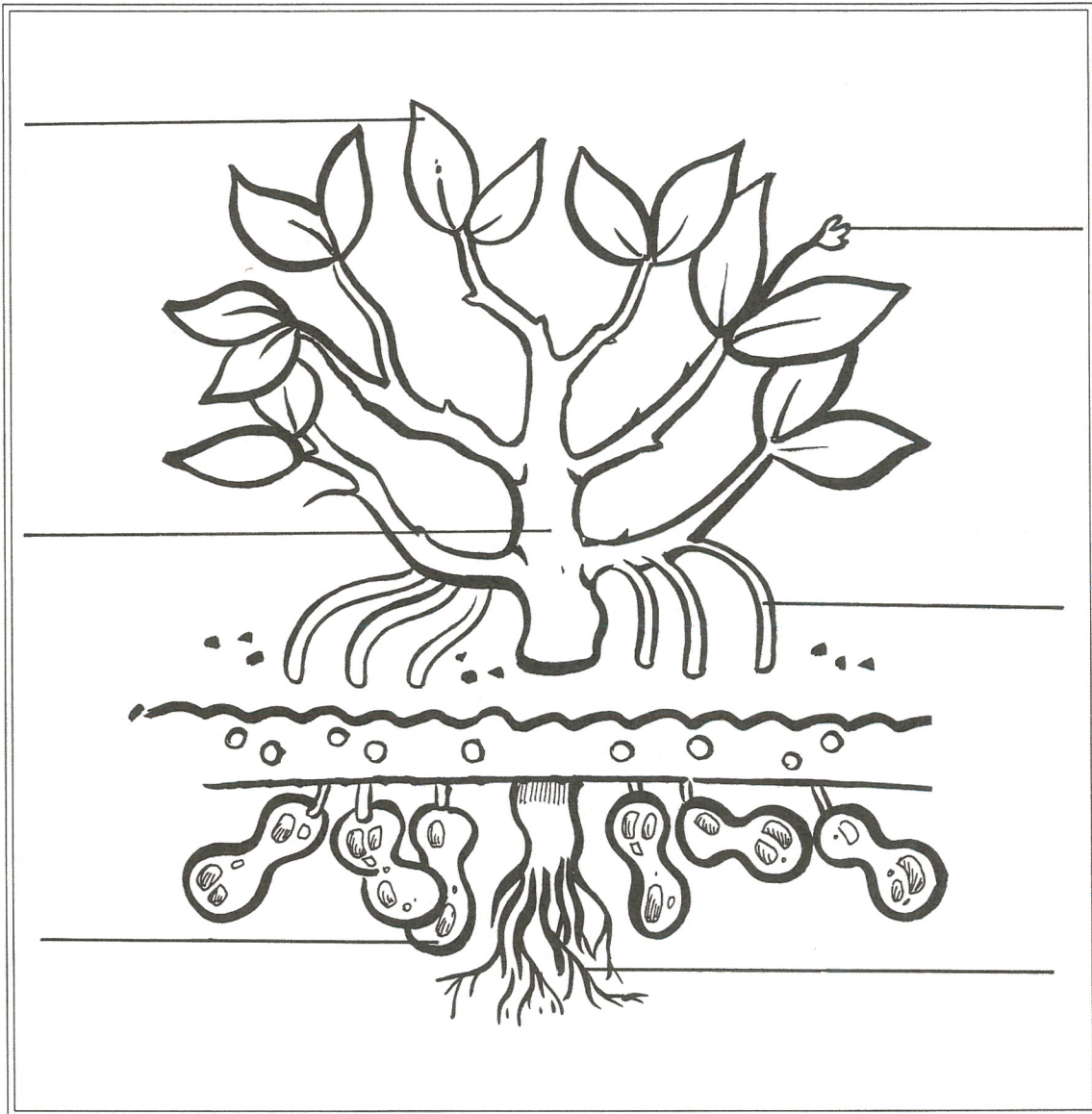
Flower

Root

Peg

Stem

Peanut



Color the picture.

Top Ten Things Kids Love in the Museum Store at George Washington Carver National Monument!

10. Post Card – 50 ¢
9. Pencil – 35 ¢
8. US Constitution and other historical documents – \$1.25 - \$1.95
7. Yo-Yo - \$2.95
6. Puddle Jumper - \$2.95
5. Jacob's Ladder - \$1.95
4. A Scholastic book on George Washington Carver - \$5.99
3. A Poster of George Washington Carver - \$3.50
2. Peanut Growing Kit - 50 ¢
1. Dog Tag - \$3.50

Updated January 2011; all prices subject to change



The sales area is operated by the Carver Birthplace Association.

George Washington Carver National Monument
Diamond, MO

Congratulations!

You are a *chaperone* on the field trip to George Washington Carver National Monument.

Webster says: ***chaperone*** - one delegated to ensure proper behavior

Since this is a self-guided field trip, there will not be a park ranger-led program, so your teachers really appreciate your help. Here are a few things chaperones can do to help make the field trip educational, safe, and fun.

- Lead your group through the south door of the building.
- Escort students to restroom or drink fountains on the lower level.
- Remind students to use inside voices when inside discovery area or museum store.
- Focus student attention on the exhibits in the discovery area.
- Supervise students inside the museum store and help them with purchases.
- Turn cell phone on silent.
- Use the Trail Guide booklet to help make the trail walk more meaningful.

THANKS FOR YOUR HELP!